

LIFE@MK

LEADING AND INSPIRING FAMILIES OF EARLY LEARNERS @ MOE KINDERGARTENS



Supporting Children's Transition
from Pre-school to Primary School

13
AB 46

Objectives

- >To give parents of children a better understanding of how the **MK curriculum supports children's transition from pre-school to primary school**
- To provide parents with **practical tips to better support their children** in the transition process



Outline

- ~ What is a successful transition and why is it important?
- ~ How does the MK support children's transition from preschool to primary school?
- ~ How can we partner each other in supporting children's transition to primary school?



What is a successful transition to primary school and why is it important?



Interactive segment

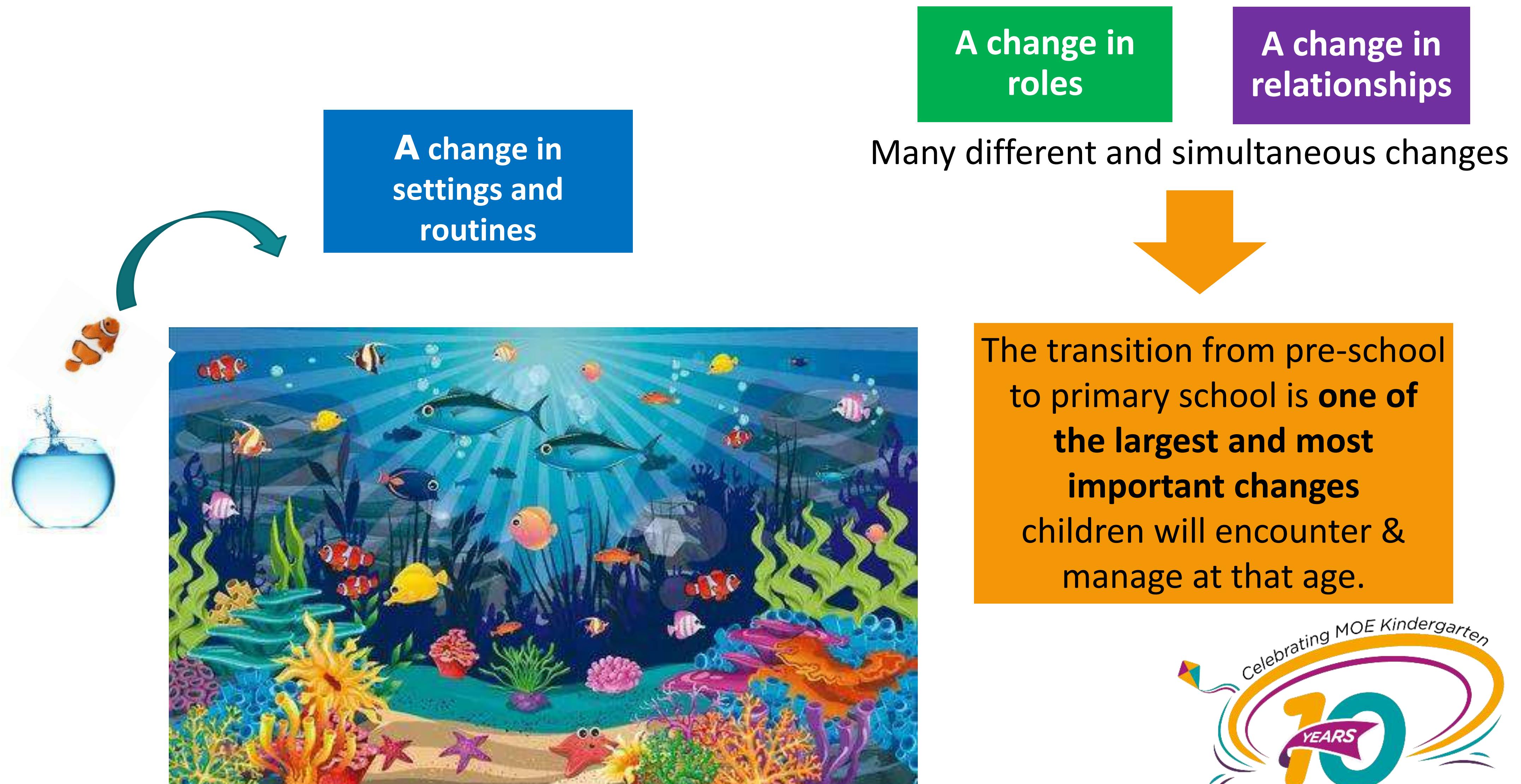
Looking at the two photographs, what changes do you think a child undergoes when transitioning from preschool to primary school?



What knowledge, skills and dispositions do your child need to adapt to the changes?



Changes experienced by the child from preschool to primary school



Transition from Preschool to Primary School



❖ **Transition** from preschool to primary school is **filled with changes**, i.e., environment, relationships, behaviours, routines, roles and expectations).

❖ Every child is **unique** and has his/her own **learning strengths, needs and pace**.

❖ **All children require some support** for transition to primary school; some may require a higher level of support.

What is a successful transition to P1?



Readiness of Child

To settle in & participate actively in primary school

Shared responsibility



Readiness of Primary School

To accept children of different backgrounds, cultures and progress levels



Readiness of Family and Community

To support children through the transition process

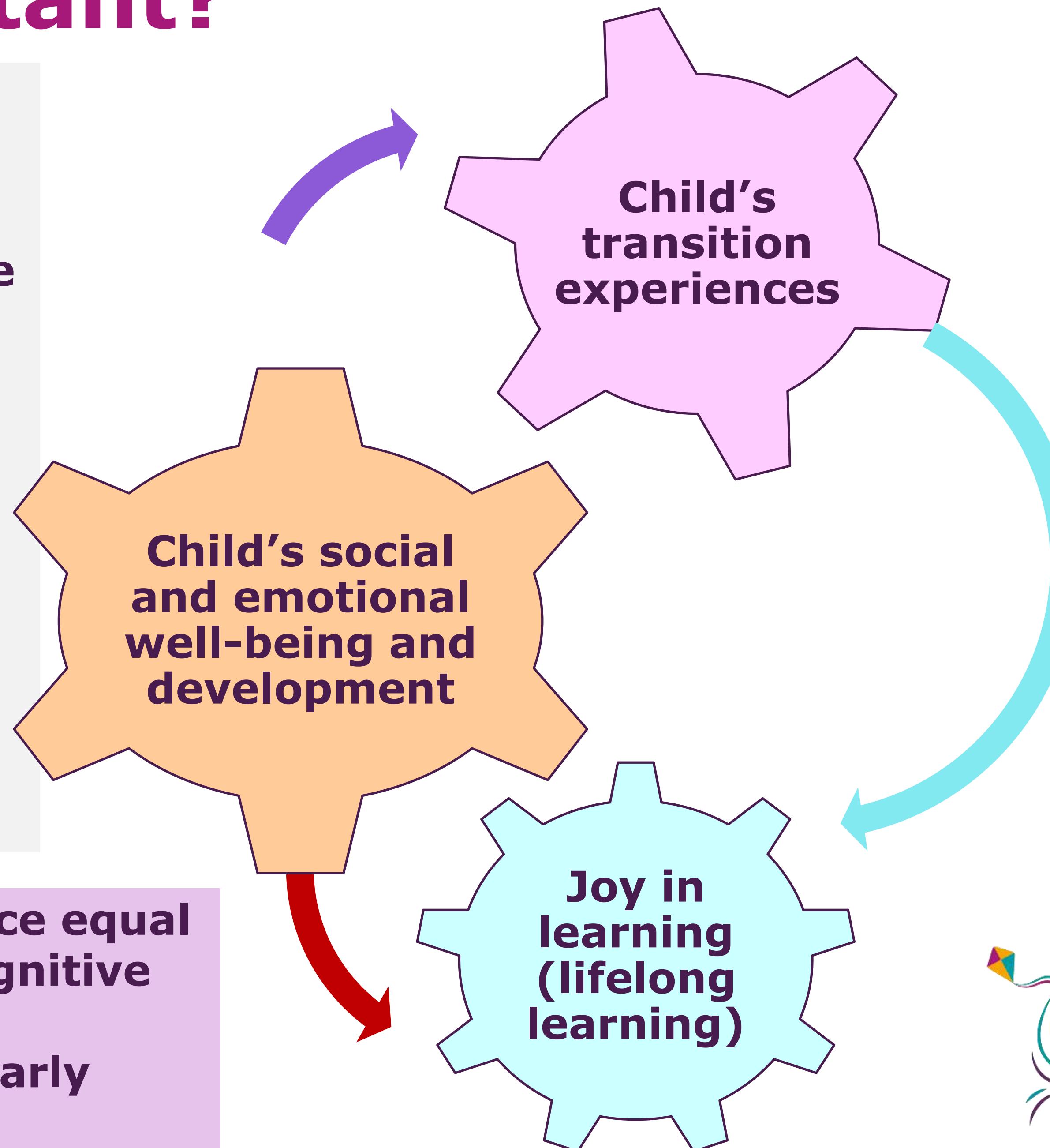


Why is a successful transition to P1 important?

Research states that **socio-emotional competencies** help children to better cope with transitions and progress through school.

Over-preparation in academic areas is at the expense of adequate preparation in other areas such as social and emotional development.

It is important to place equal emphasis on both cognitive and non-cognitive development in the early years.



A successful transition has **long lasting positive impact** on children's **social and academic performance**.



How does the MK support children's transition from pre-school to primary school?



What does your child really need?

Beyond ABCs – skills your child needs for primary school

Learning to read and write may be crucial, but other life skills are just as important for children entering Primary 1, experts say.

"Social skills, flexible thinking and self-control are some of the attributes they should pick up by the end of kindergarten."

A Ministry of Education (MOE) spokesman says the Primary 1 curriculum is designed to meet the learning needs of all children, regardless of their background or the pre-schools they come from.

"Children are not expected to know the spelling of specific words or solve mathematical problems before entering Primary 1," she adds.

"Instead, it is more important for pre-school children to develop self-confidence, social skills and a positive attitude towards learning."

The MOE's Nurturing Early Learners framework helps pre-school educators understand how children at the ages of four to six learn best.

This "provides clarity on what children are expected to know and

Children are not expected to know the spelling of specific words or solve mathematical problems before entering Primary 1. Instead, it is more important for pre-school children to develop self-confidence, social skills and a positive attitude towards learning.

”

AN MOE SPOKESMAN

be able to do by the end of Kindergarten 2, and is aligned with the expectations of children at the beginning of Primary 1, to better facilitate their transition into primary school," says the MOE spokesman.

The guide outlines six key learning areas: aesthetics and creative expression, discovery of the world, language and literacy, motor skills development, numeracy, and social and emotional development.

The MOE says it will continue to work with primary schools on appropriate teaching and learning practices to meet the needs of incoming Primary 1 pupils and their different starting points.

It also works with the Early Childhood Development Agency to help pre-school educators better understand how they can lay the foundation for learning in primary school. This includes sharing primary school curriculum developments with pre-schools.

Dr Jacqueline Chung, academic director of St James' Preschool Services, which manages St James'



Church Kindergarten and Little Seeds Preschool, says that preparation for Primary 1 goes beyond academic skills.

"Rather than just how to count, write and spell, children need to know why numeracy, writing and spelling are important, and the part these play in their daily lives," she adds.

For instance, children at her centres learn numeracy through practical experiences and role-play, rather than through rote learning.

School readiness also includes a positive attitude to learning and foundations needed for building knowledge, says Dr Chung.

Schools and families should adjust to children's different learning appetites and avoid force-feeding or underfeeding them.

Ms Jean Koh, assistant director of Circle of Care, a programme to help young children from low-income families, says there are seven key life skills that make up

executive function, which refers to mental attributes that are needed for everyday life.

These broadly cover working memory, flexible thinking and self-control. The first four skills are focus and self-control, perspective-taking, communication and making connections. The other three are critical thinking, taking on challenges and self-directed learning.

Ms Koh says these skills are critical for transition because the expectations on children increase when they enter primary school.

The skills help children to navigate not just a new environment, but also relationships around them, enabling them to excel in school and in life. They also help them to build strong academic foundations, for instance, in making connections and exercising self-control, says Ms Koh.

Amelia Teng

Put the books down! 6 skills your child really needs for P1

14 JUN 2021



An experienced teacher shares **6 essential soft skills** needed and why they are important!

- 1) Time management
- 2) Self-control
- 3) Focus
- 4) Flexible thinking
- 5) Social interaction
- 6) Perseverance



Straits Times 7 Dec 2020

What does your child really need?

Primary 1 readiness • No need for kindergarten children to attend tuition

We agree with Ms Lee Yim May that there is no need for kindergarten children to attend tuition (Be clear about what a child is expected to know when he starts primary school, June 23).

Sending children for classes to equip them with academic knowledge beyond what is to be covered in school might adversely affect children's curiosity, interest to learn and ability to focus and participate actively in class.

The requirements for academic readiness at the start of Primary 1 are basic.

For language, our children

should be able to express their needs and wants, follow simple instructions and write their own names. They should also recognise letters of the alphabet, their corresponding sounds and some simple words. They need not be able to write in complete sentences.

For numeracy, children should be able to recite, recognise and count numbers up to 10 and compare the quantity in two groups of objects within 10.

These expectations take reference from the learning goals set out in the Nurturing Early Learners (NEL) Framework,

which guides pre-schools in providing holistic learning experiences for children aged four to six.

Under the Early Childhood Development Agency's regulations, pre-schools need to refer to the NEL Framework when planning their programme and curriculum.

Parents also play an important role in their children's holistic growth. They can encourage and provide opportunities for their children to be physically active, to play with their peers and to develop their social and emotional skills. This builds a

good foundation for their children to learn and thrive during their schooling years.

All primary schools recognise that children enter with differing readiness and will provide time and space for children to adjust.

Our teachers are trained to deliver a holistic and age-appropriate curriculum, and to provide differentiated support to guide pupils to achieve their learning objectives at the end of Primary 1. At the Primary 1 and 2 levels, there are no weighted assessments.

Teachers focus on developing children's social and emotional

skills, and promote the joy of learning.

These non-academic aspects are essential components of learning that will better prepare our children for life.

Schools will continue to partner parents closely to support our children's development holistically.

Tan Chen Kee

Deputy Director-General of Education (Schools) and Director of Schools
Ministry of Education

Tan Chee Wee

Chief Executive
Early Childhood Development Agency

For language, children should be able to **express their needs and wants, follow simple instructions and write their own names**. They should **recognise some letters of the alphabet, and some simple words**.

For numeracy, children should be able to **recite, recognise and count numbers up to 10 and compare the quantity in two groups of objects within 10**.

All primary schools recognise that children enter with differing readiness and will provide time and space for children to adjust.

Straits Times 6 Jul 2022

Developing our children holistically

Values:

Respect | Responsibility | Care | Honesty

Social and Emotional Competencies:

Self-awareness | Self-management | Social Awareness |
relationship Management | Responsible Decision-making

Learning Dispositions (PRAISE):

Perseverance | Reflectiveness | Appreciation | Inventiveness
| Sense of Wonder and Curiosity | Engagement

Learning Areas:

Aesthetics and Creative Expression | Discovery of the World
Language and Literacy | Numeracy
Health, Safety and Motor Skills Development

Executive Functioning (EF) Skills

Working Memory | Inhibitory Control | Cognitive Flexibility



- Help children develop important skills, which are crucial for them to navigate new environments & build strong relationships
- Lay the foundation for future learning

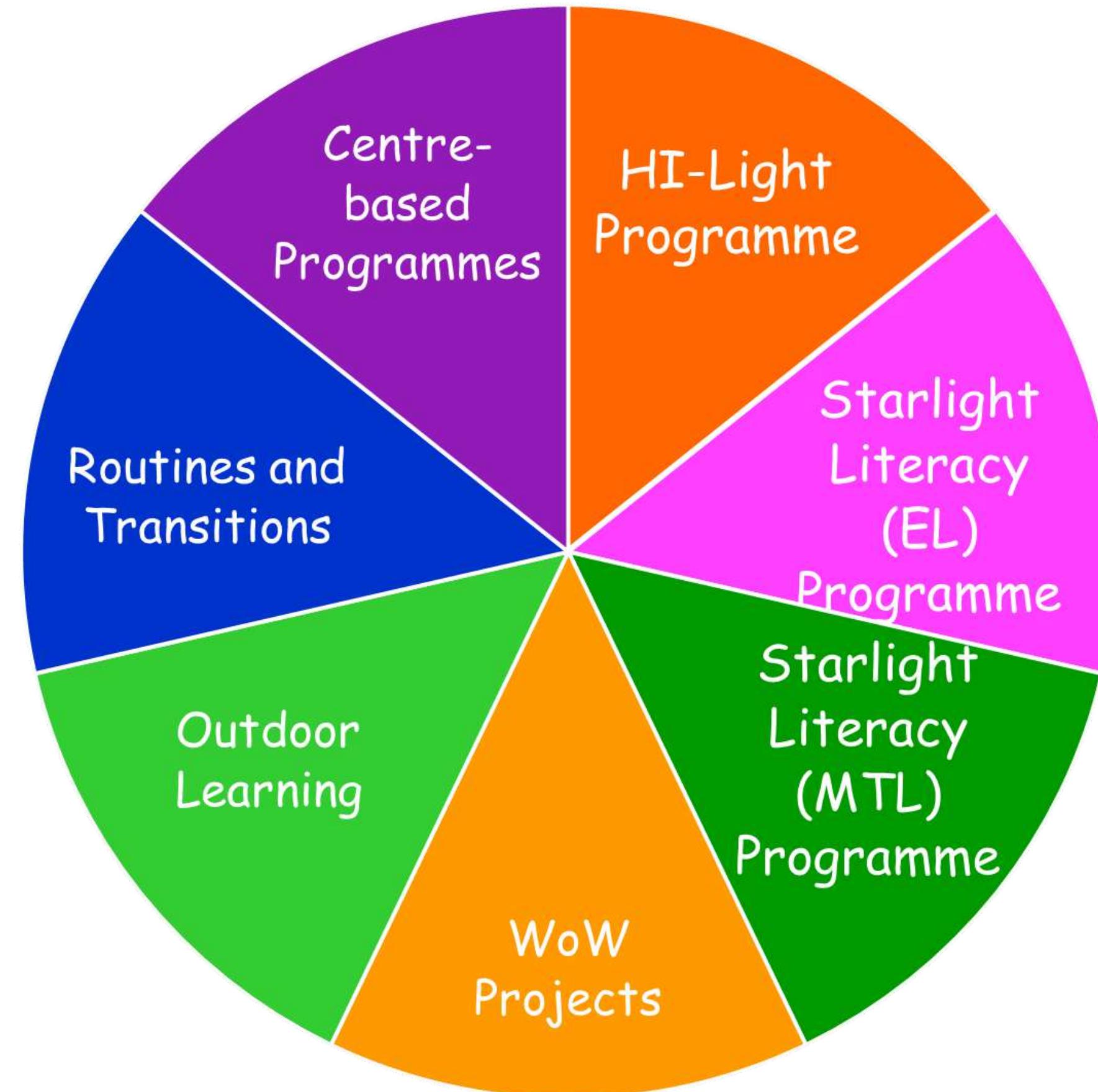


Intentional design of the MK curriculum

Intentional design of MK curriculum

Centre programmes **reinforce values, key knowledge, skills and dispositions** covered in flagship programmes

Develops **responsibility, acceptable behaviour, focus and self-control**



Focuses on **holistic development** to lay the foundation for lifelong learning

Ensures **coherence and continuity in teaching method**

e.g.

- Use of a common teaching approach in both Starlight Literacy (EL) and P1 English

Develops **ownership of learning, confidence and positive dispositions towards learning**

Values, Social & Emotional Competencies, and Learning Dispositions (VSLD)

Fact

As your child starts Primary 1, they will face new situations and challenges that you can't fully prepare them for. Having a positive mindset and strong social and emotional skills, like being able to manage their emotions, take turns, and think before acting, will help them better learn, and adapt to new situations.

Did you know? Research shows that these skills can have a positive impact on their long-term social, emotional, and academic development.

What to prioritise in supporting children's P1 transition

[Identity]
Understand and Care for Oneself



[Relationships] Show Care and Respect for Others



[Choices] Make Responsible Decisions and Act on Them



Top tip to try with your child

Engage your child in role playing activities to help your child understand and express emotions.

Bonus Arrange for play dates with other children and provide opportunities for co-operative play, turn taking and sharing.



Executive Functioning Skills

Fact

Executive Functioning (EF) skills are mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. The preschool years is a crucial period of rapid growth of the EF skills. Hence, we need to seize this window of opportunity to support them in building and improving these skills.

Did you know? Recent literature has shown negative effects of screen time use on executive function.

What to prioritise in supporting children's P1 transition

Working Memory

Remember and use relevant information while in the middle of an activity



Inhibitory Control

Voluntarily regulate behaviour and resist automatic and impulsive behaviour



Cognitive Flexibility

Consider alternative perspectives and respond to changing circumstances



Top tip to try with your child

Play games like card games, board games song and movement games that require focused attention, memory and quick response.

Bonus* The next time you wait in queue for something together with your child, instead of passing your child your phone or iPad to engage them, have them do quiet activities that require strategy and reflection like puzzles and guessing games.



Aesthetics and Creative Expression

Fact

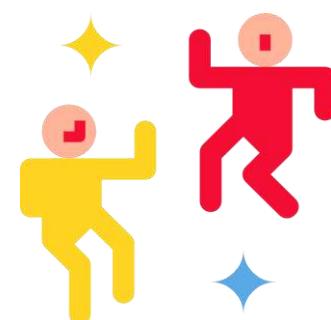
Art and music experiences are crucial for fostering children's creativity, imagination, and emotional regulation. They help children express themselves and cope with emotional challenges during transitions. Engaging in music and movement activities can also enhance cognitive skills like memory and attention, important for everyday activities and learning.



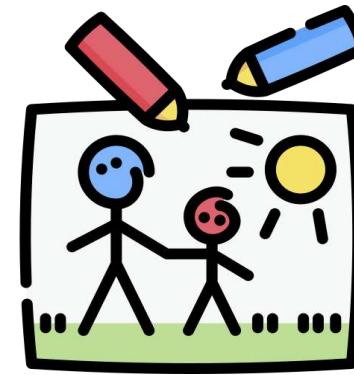
Did you know? Research shows that music and movement activities can boost children's executive functioning skills (e.g., self-control & working memory) which helps to focus and pay attention in school.

What to prioritise in supporting children's P1 transition

Enjoy Participating in Art & Music and Movement Activities



Express Ideas and Feelings through Art, Music and Movement Activities



Demonstrate Awareness of Art from Different Cultural Groups



Top tips to try with your child

1. Create a simple piece of art together as a family using everyday materials like newspaper, strings, or a tissue box.



Bonus Discuss with your child the choices they made in creating the artwork. Display or share the artwork with family and friends.

2. Add some fun to regular household chores by playing upbeat music. Get your child moving to the beat while they complete their tasks!



Bonus Inject more fun by including some "rules" like "stop when the music stops" so children have to listen out to changes in the music which trains their attention too.

Health, Safety and Motor Skills Development

Fact

As your child enters Primary 1, acquiring strong gross motor skills (e.g., walking up and down stairs without support) and fine motor skills (e.g., fastening buttons on the clothes) will help them become more independent. Having healthy habits such as maintaining good personal hygiene and exercising regularly is also critical in keeping them strong and ready to learn. Good safety awareness will help them stay safe in school as they engage in activities more independently and confidently with less adult supervision.

Did you know? Research shows that increased physical activities not only benefits children's physical health but also improves brain function and gets children ready for learning.

What to prioritise in supporting children's P1 transition

Enjoy Physical Activities



Display Coordination in Motor Tasks



Demonstrate Awareness of Healthy Habits and Safety



Top tip to try with your child

Bring the fun outdoors with your child – plan a DIY walking trail with them around different parts of Singapore.*



Bonus* As you go on the trail, have fun exploring together and share safety tips along the way.



<https://go.gov.sg/nparks-family-time>

Scan the QR code to find out more about the walking trails in Singapore.

Language and Literacy

Fact

Language and literacy are important for children's thinking and learning. When a child starts Primary 1, they use language and literacy to understand their learning, communicate with others, and express their needs, feelings, ideas, and experiences through speaking and writing.

What to prioritise in supporting children's P1 transition

Listen and Speak for Enjoyment and Information



Read with Enjoyment and Understanding



Communicate Ideas and Info through Writing or Using Symbols or Letter-Like Shapes



Top tip to try with your child

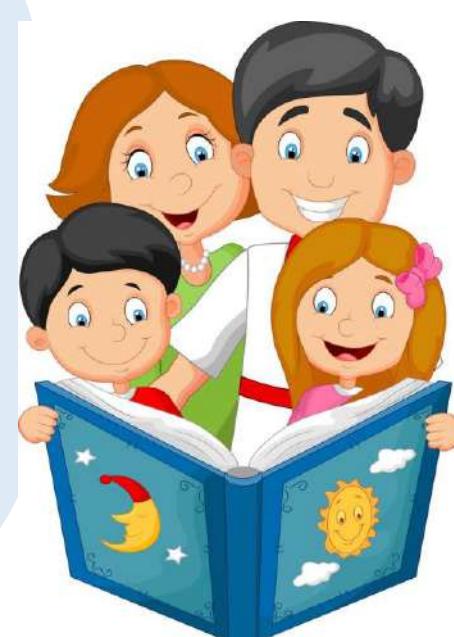
1. Role-play different scenarios with your child.

Bonus Use props for an extra dose of fun!



2. Read together before bedtime.

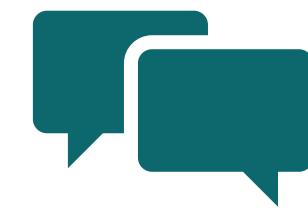
Bonus Have conversations about the pictures and characters in the book too.



3. Encourage your child to write for a purpose, e.g., a shopping list, agreed upon rules and routines to be put up at different parts of the house.



Mother Tongue Languages



Fact

It is important to help children develop an interest in MTL so that they will continue to use it as a living language rather than view it as a subject to learn. In the preschool years, the focus should be listening and speaking skills so that children develop confidence in conversing and making simple requests in the MTL. Aspects like Han Yu Pin Yin will be covered in the primary school years and do not have to be introduced in the preschool years.

What to prioritise in supporting children's P1 transition

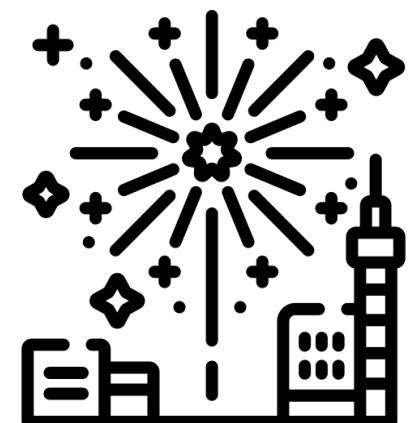
Enjoy and Show an Interest in Learning MTL



Enjoy and Show an Interest in Listening and Speaking in MTL



Demonstrate Awareness of Local Ethnic Culture

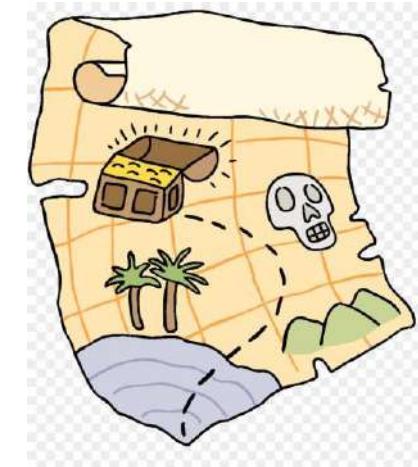


Top tip to try with your child

1. Collaboratively build a story in MTL with your child, taking turns to add sentences to create an exciting story!



2. Engage *your* child in activities based on their interests. Try out a treasure hunt game to search for household items called out in MTL.



3. Have a conversation about an upcoming cultural celebration and get your child to share what he/she is most excited about.



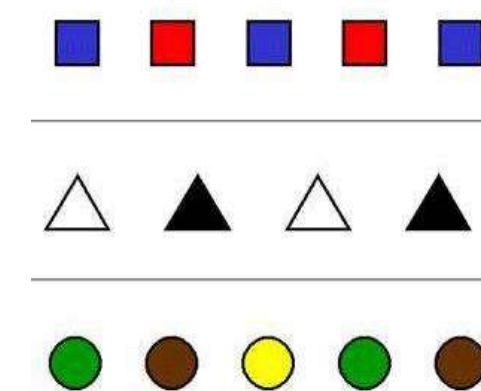
Numeracy

Fact

In the preschool years, the focus is on helping children understand relationships and patterns (i.e., matching, sorting, comparing, ordering), developing counting skills, number sense (i.e., understanding the relationships between numbers and quantities (e.g., understanding "more"/or "less", any number can be represented in smaller parts, e.g., 5 is made up of 3 and 2 or 4 and 1), and understanding shapes & spatial concepts. These foundational skills are essential for building logical thinking and laying the groundwork for future mathematical concepts and skills, such as addition and subtraction, which will be taught in primary school.

What to prioritise in supporting children's P1 transition

Recognise Simple Patterns



Basic Understanding of Numbers Up to 10



Compare Quantities Between Two Groups of Objects



Top tip to try with your child

Encourage your child to be aware of the numbers in his/her surroundings by playing this simple activity during family trips.

Parent says out, "*I spy the number '9'. Can you find it?*" Get your child to find and point to the number and say it out loud.

You can invite your child to 'spy' numbers on buses, road signs, advertisement boards and everywhere possible.



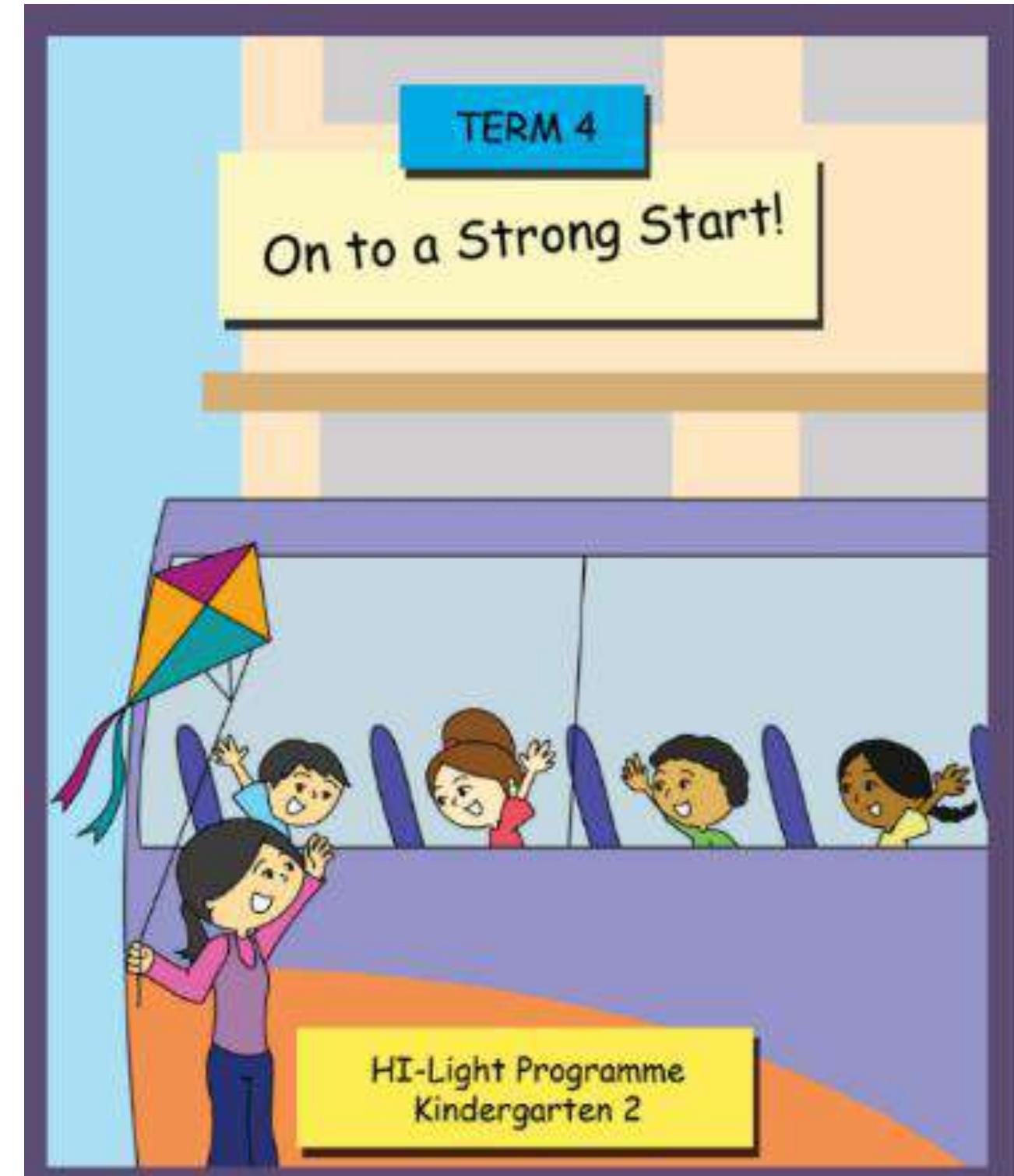
TARGETED EFFORTS IN K2 TERM 4

MK curriculum includes a term of experiential learning for children to learn more about the primary school

- Managing feelings and adapting to change
- Making new friends
- Using money to buy things
- Sequencing activities in a day

Children will be provided opportunities to apply skills and concepts they have learnt

- Reinforces key knowledge, skills and dispositions for a smooth transition from pre-school to primary school



K2-P1 TRANSITION PROGRAMME

How do we feel about
going to primary school?



"What can we do during recess time?"

"What do we play during PE lessons?"

"Where do I take the school bus?"

"What do we learn in primary school?"

"Where do we put our school bags?"

"Do primary school children have Starlight and Big Books?"

"Who are the people working in the primary school?"

"Do we have a lot of homework?"

"What kinds of places can we find in the primary school?"

K2-P1 TRANSITION PROGRAMME



Sending our invitation card to the General Office.



Mr Lim is here to share with us about the primary school.

INTERVIEWING A PRIMARY SCHOOL TEACHER



Thank you, Mr Lim, for answering all our questions!



Experiencing a PI music lesson with Mrs Koh and IC.



Let's play some music with our PI friends!

CLASSROOM EXPERIENCE



Dancing along to the music!



Exploring the vacant primary school during PSLE marking week!



Trying out the seats in a primary one classroom.



We can't wait to use the computer lab!

PRIMARY SCHOOL WALKABOUT

Experiential learning for children to learn more about the primary school

K2-P1 TRANSITION PROGRAMME



CANTEEN VISITS

What can you do to help your child?

- Bring your child to the public library and have them learn to borrow books and practise library etiquettes
- Expose them to a variety of food options and practise decision-making by bringing them to the food courts or hawker centres
- Generate awareness of various considerations (i.e. Halal options or avoiding food that may trigger certain allergies)
- Provide opportunities for them to learn to interact with the stallholders by encouraging them to make their own orders
- Provide opportunities for them to learn the value of money by paying for their food (TIP: start with smaller prices and denominations e.g. paying for an \$0.80 cent item using eight 10-cent coins)



LIBRARY VISIT

K2-P1 TRANSITION PROGRAMME

Getting accustomed to primary school norms



To simulate note-taking in the primary school, our children also practised taking down short messages in their communication book



Prior to bringing them to the school canteen, the children practise using specimen coins to "purchase" food from their class teachers during snack time

K2-P1 TRANSITION PROGRAMME

Getting accustomed to primary school norms



Just like primary school, the children placed their bags beside their seats instead of the cubby holes in Term 4



The children also bring their bags along when they split for Mother Tongue classes

K2-P1 TRANSITION PROGRAMME

Close collaboration with primary school: Befriend Project



- The Befriend Project provides opportunities for children to pair up with a primary school buddy.
- Through this, they learn important social skills such as how to introduce themselves and make friends.



WHAT DO YOU THINK?

True/ False?

My child should be able to read and write independently at the start of P1.

False!

Fact: Your child is **NOT** expected to read or write independently at the start of P1. P1 teachers will provide the necessary levels of support children need for reading and writing. It is more important for children to go to P1 with a positive attitude for reading and writing. Children, should however, be able to express their needs and wants and follow simple verbal instructions when they go to P1. They should also be able to recognise some letters of the alphabet, some common words (e.g., I, at, is) and write their own names.

What can you do to help your child?

- Read a variety of books with your child.
- Have conversations with your child about their experiences in the day. This helps them build their listening and speaking skills.
- Provide your child with meaningful opportunities to write (e.g. writing the grocery list)



WHAT DO YOU THINK?

True/ False?

My child should be able to read, speak and write in their Mother Tongue Language (MTL) before starting primary school.

False!

Fact: Not all children study their MTL in pre-school. Thus, children are **NOT** expected to be able to read, speak and write in MTL at the start of P1. Your child will be well supported to develop his/her MTL skills in primary school. At the start of P1, your child should show an interest in learning MTL, understand simple instructions and respond to simple questions in MTL.

What can you do to help your child?

- Enjoy listening to songs and rhymes, and reading stories in MTL with them regularly.
- Encourage them to speak in their MTL with family and friends.



WHAT DO YOU THINK?

True/ False?

Before starting primary school, my child needs to know how to solve addition and subtraction problems.

False!

Fact: At the start of P1, your child is expected to be able to count accurately up to 10 objects, recognise, recite and write numbers within 10 and compare which of two groups within 10 objects has “more” or “less/fewer” objects or if they are the “same”. These are skills which will lay the foundation for them to learn more abstract concepts like addition and subtraction in P1.

In P1, your child’s teachers will help him/her to understand concepts such as addition, subtraction, multiplication and division.

What can you do to help your child?

- Get your child to count objects around the (e.g. count the number of biscuits they are eating for a snack)
- Get your child to compare between groups of objects to find out which has more or less (e.g. compare the number of blue pencils with the number of red pencils)



Frequently Asked Questions

Q: My child has difficulty writing neatly on a line. What is MOE Kindergarten doing to help my child perfect his/her penmanship?

Ans:

- Opportunities are provided for children to strengthen their finger muscles.
- Teachers role-model the appropriate way of forming letters of the alphabet.
- Children are given meaningful opportunities to practise writing and copying on an open space first, then on a single line when they ready.
- However, they are NOT expected to perfect their penmanship skills.
- There are certain letters of the alphabet which are harder to write like ‘s’ and ‘g’. Some children may not have fully developed the fine motor control needed to shape these letters properly, especially if has to be written on a triple line with appropriate placement and sizing.

Handwriting development is dependent on each child's physical development as well. For example, if the child's skeletal hand structure is not fully developed, the child would have difficulty shaping letters properly with appropriate placement and size.



Developed hand
(about age 7)

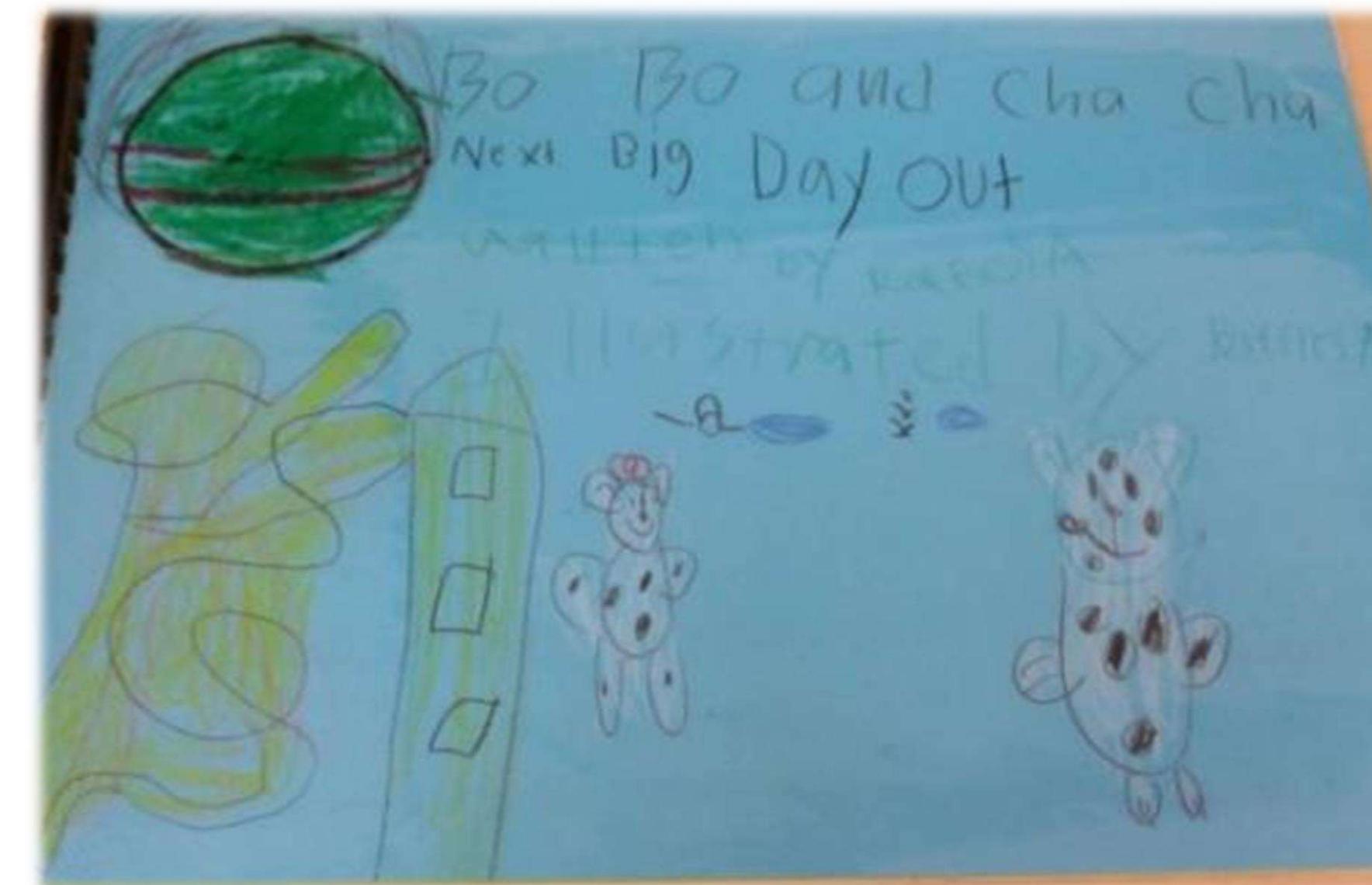
5-year-old

Frequently Asked Questions

Q: Is my child taught how to spell in MOE Kindergarten?

Ans: Yes!

- Important skills associated to spelling such as letter-sound correspondence (phonics), word families, forming upper case and lower case letters of the alphabet are taught.
- We do not give spelling tests but children are provided with many meaningful opportunities to practise writing and spelling.

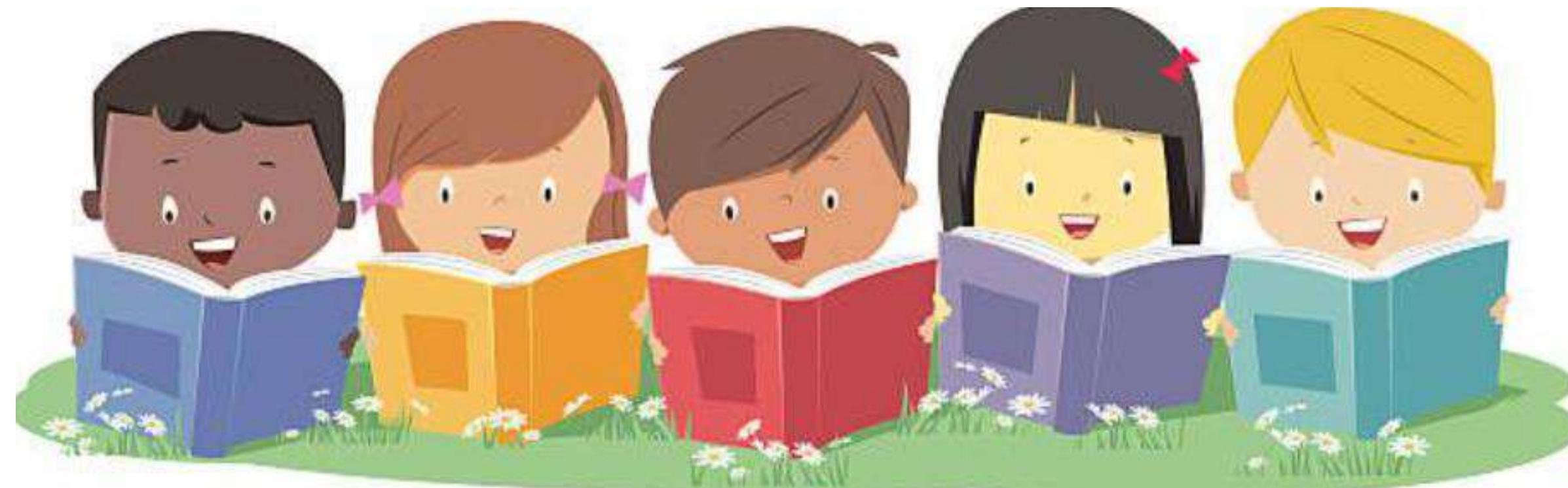


Frequently Asked Questions

Q: I noticed that my child still can't read many sight words. Is this normal?

Ans:

- Yes. This is because many sight words cannot be “sounded out” (e.g., “the”, “are”). This means even when children know letter-sound correspondence (phonics), they might not be able to read the word by blending the sounds (i.e., putting the sounds together).
- As long as children have repeated exposure to sight words, they will soon be able to recognise and read them.



Frequently Asked Questions

Q: Why doesn't MK teach Han Yu Pin Yin? Doesn't my child need to know this for P1?

Ans:

The emphasis in the preschool years is the learning of oracy skills. Oracy is the foundation of literacy skills, and it is important to build a strong foundation of the children's oracy skills before moving on to literacy skills.

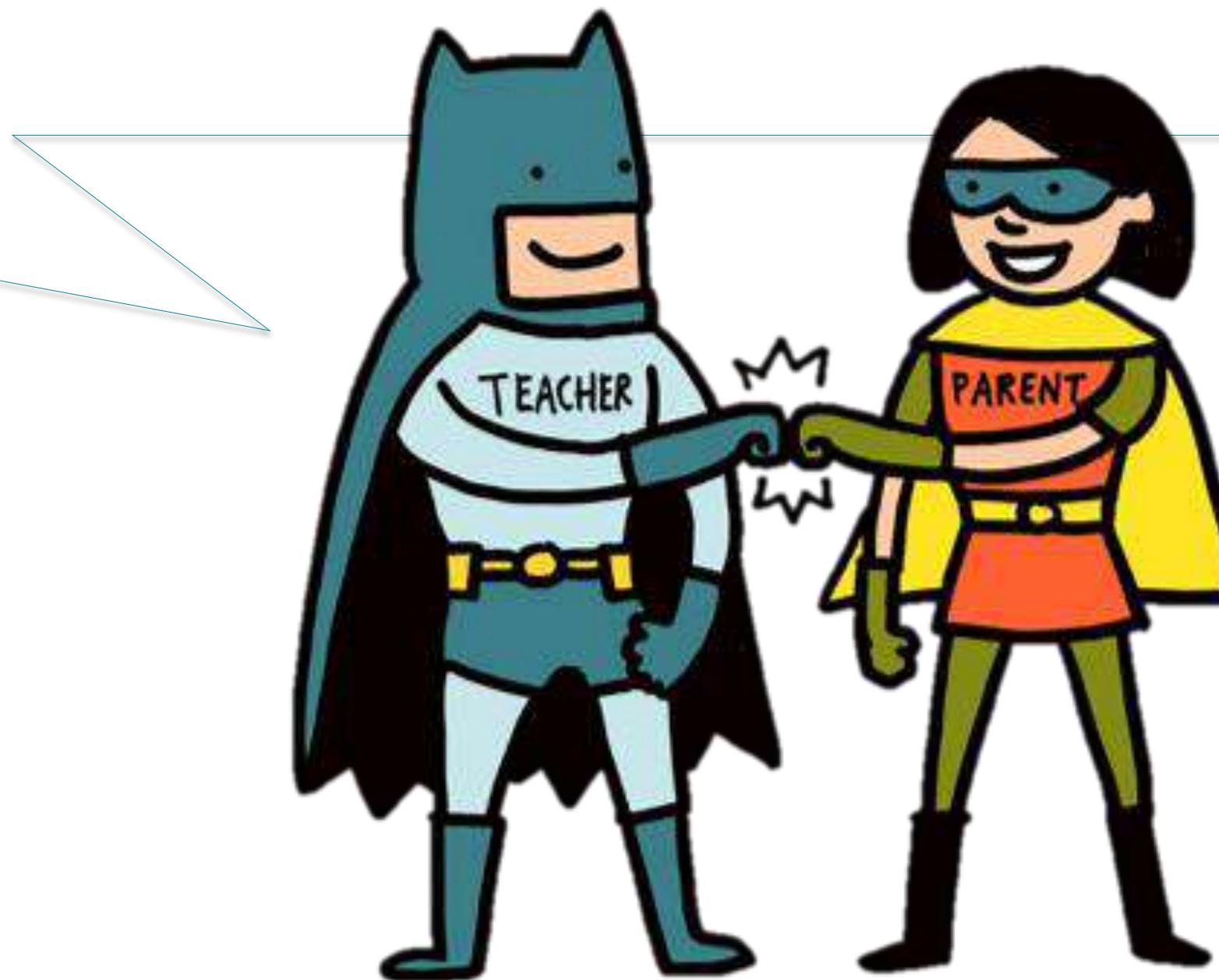
Unlike alphabetic languages like English and Malay, in which phonics learning is essential to reading, Hanyu Pinyin is used as a tool to help learners to have accurate pronunciation of Chinese words, as well as to aid in independent reading of Chinese words.

In the MKs, children learn to pronounce Chinese words accurately through the teachers' role modelling and recognise some Chinese characters used in the Big Book stories, drawing connection between the meaning, sound and character forms, even without the assistance of Hanyu Pinyin.

Tips for supporting your child's transition to primary school

For a smooth transition to primary school, children need skills that they can use to adapt to a new environment.

Check out the “7 Es” to find out how you can support your child.



7 'Es' to support your child's transition to primary school

1. Excite your child about starting primary school



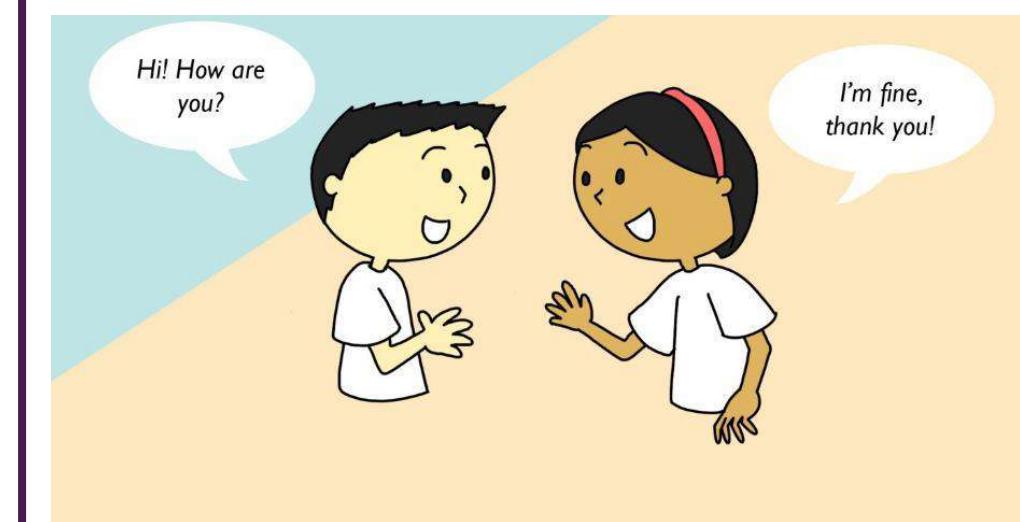
2. Empathise with your child by acknowledging his/her emotions



3. Enhance your child's executive function and self-regulation skills



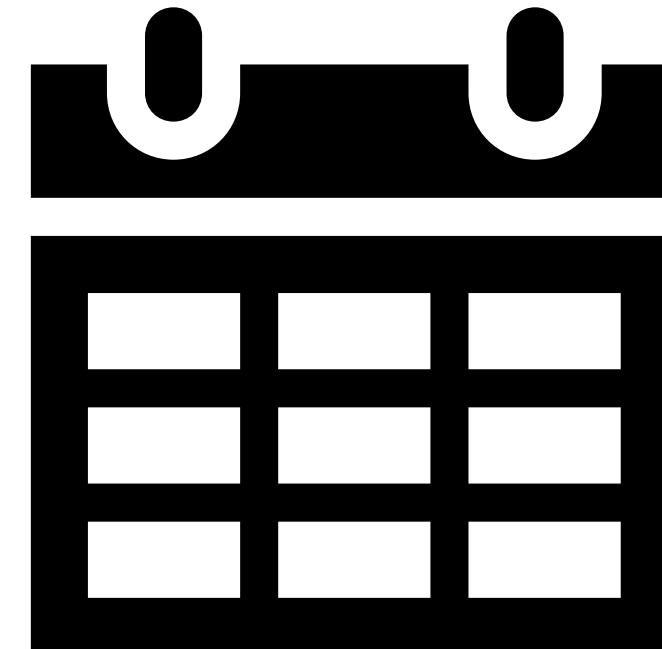
4. Encourage your child to build positive relationships



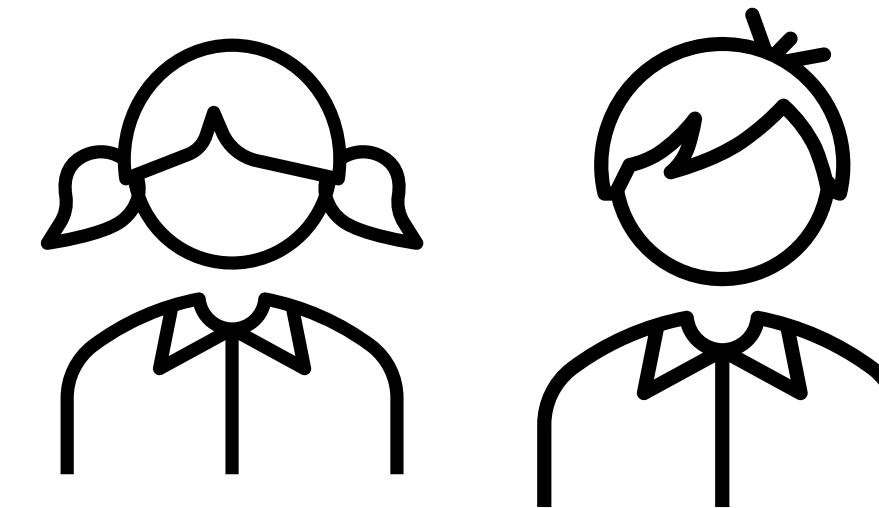
5. Empower your child to be independent



6. Establish routines for your child before the start of the school year



7. Entrust your child to the primary school teachers



Scan the QR code to read up more:



<https://go.gov.sg/7es>

USEFUL TIPS

1

Excite your child about starting primary school

- ❖ Attend the school orientation programmes together with your child
- ❖ Share your own positive school experience
- ❖ Involve your child in preparing for school (e.g. getting uniform and school shoes ready, choosing and buying a school bag)

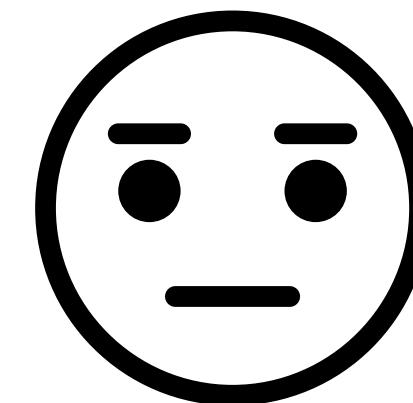


USEFUL TIPS

2

Empathise with your child by acknowledging his/her emotions

- Engage your child in a conversation about what worries/ excites him/her and show that you care about how he/she feels.



USEFUL TIPS

3

Enhance your child's executive function and self-regulation skills

- ~ These are core skills to help your child participate in school such as ability to stay focused, remember instructions, take turns, plan, organize and complete tasks.
- ~ Engage your child in activities that require focus like completing puzzles or playing "Simon Says"
- ~ Guide your child to see through the completion of tasks and develop your child's concept of time (e.g. you have 20 min to finish your snack before we go out and play)

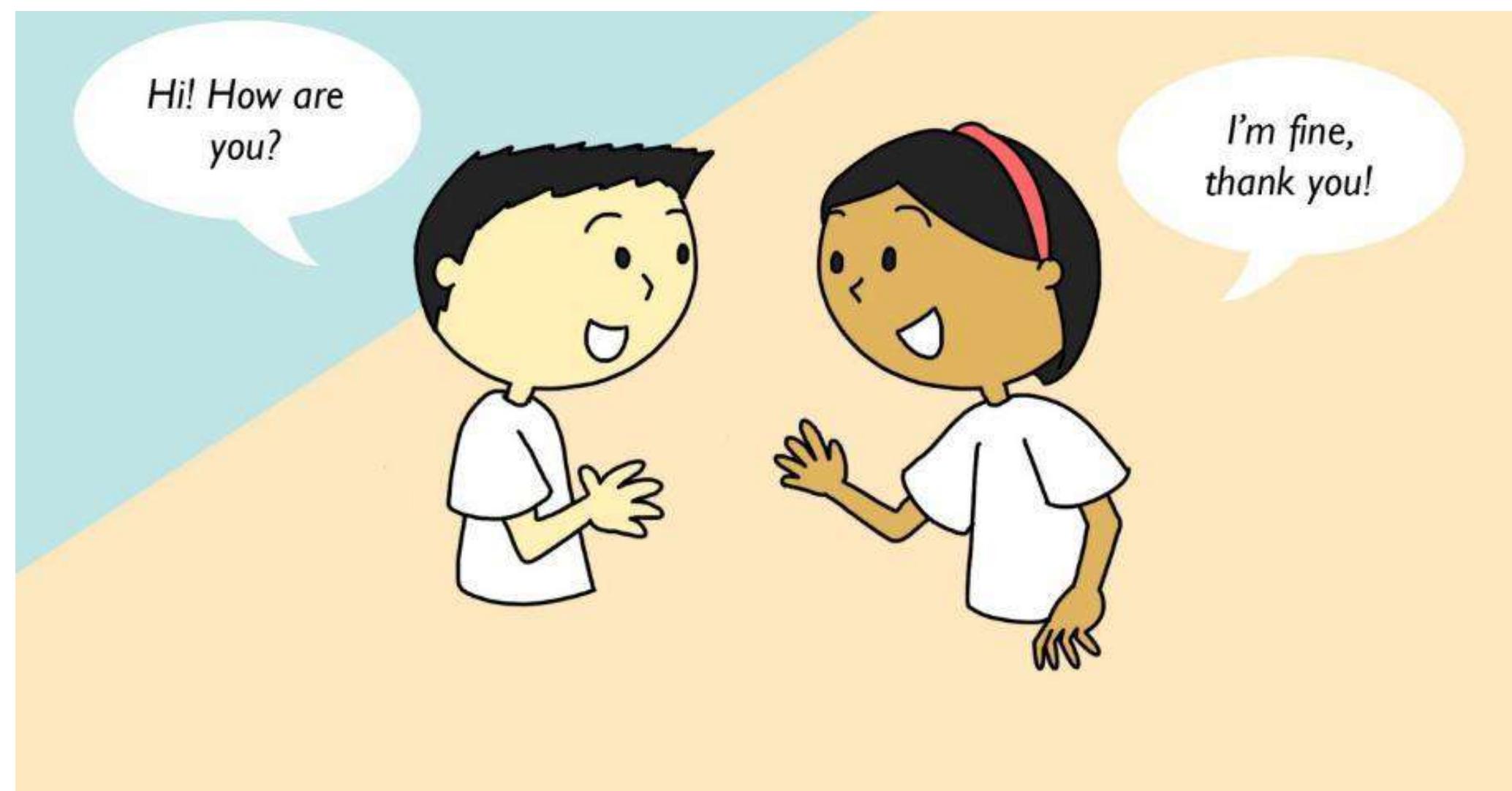


USEFUL TIPS

4

Encourage your child to build positive relationships

- Model friendly & useful phrases for making new friends
- Provide opportunities for your child to share and take turns during playtime with other children
- Help your child appreciate other's ideas and perspectives by encouraging them to share their ideas with others and to listen to others' ideas

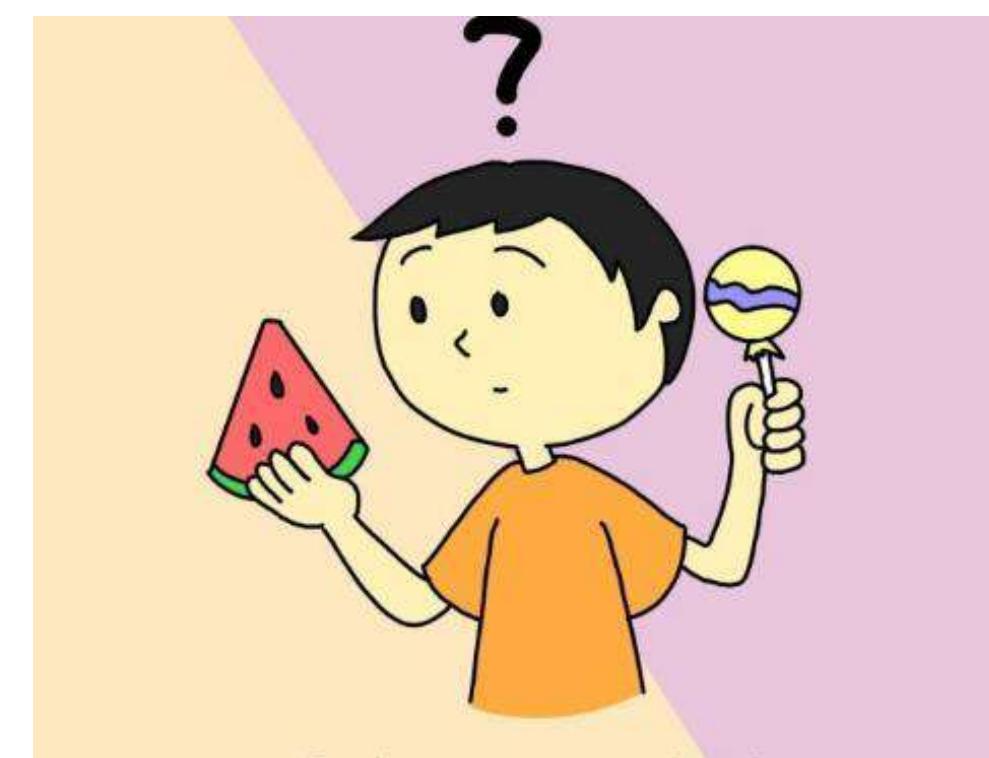


USEFUL TIPS

5

Empower your child to be independent

- ~ Managing his/her toileting needs
- ~ Dressing himself/herself up
- ~ Packing his/her own bag for outings
- ~ Returning plate or cutlery after eating
- ~ Buying food/drinks on his/her own
- ~ Guide your child in making responsible decisions by sharing with him/her the rationale for certain decisions

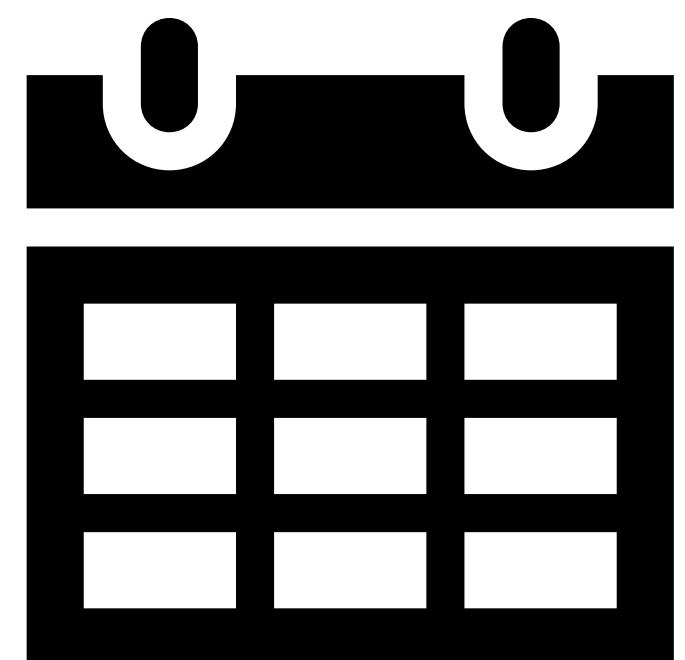


USEFUL TIPS

6

Establish routines for your child before the start of the school year

- ❖ Develop a daily activity schedule
- ❖ Have a consistent morning and bedtime routine to help your child develop regular sleep patterns so that he/she has sufficient rest.

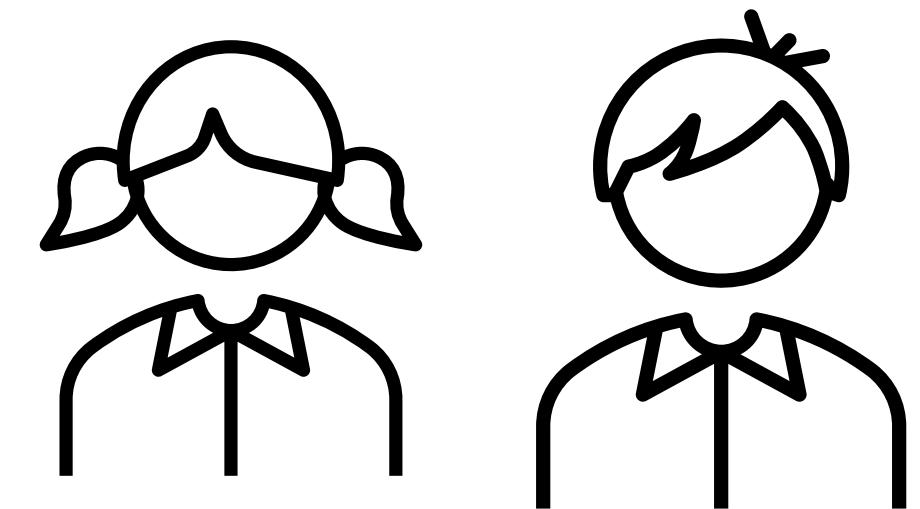


USEFUL TIPS

7

Entrust your child to the primary school teachers

- Trust in your child's teachers, they have your child's best interest at heart
- Work together with the school and teachers to enhance your child's learning journey.



Useful resources for families

MOE provides resources and engagement materials for parents to help with their child's transition from pre-school to primary school.

Parent Gateway

Parent Gateway Resources will be updated regularly on the Parenting Resources repository. Do check it out!



MOE Parenting Instagram
Shares **useful parenting tips** on P1 Transition, Cyber Wellness, healthy habits etc.



Parent-Child Activity book



Download a digital copy now!

SchoolBag Magazine

Are you over-preparing your child for P1?



Addresses parents queries and concerns (e.g. what should my pre-schooler know? What if my child is a fast learner?) through articles on P1 preparation

MOE Facebook



Look out for the **“Ask Me Anything About...” livestream series** on Transition to P1. Hear from the Principal of Canberra Primary School and a parent of three to get tips on preparing children for P1.

KEY MESSAGES

You play an important role in helping
your child transit well to primary school!

You can...

- partner us in developing a positive attitude towards learning in your children.
 - For example, enrich your children's learning experience beyond school by encouraging them to explore and ask questions.
- pay equal attention to your children's academic and non-academic development and avoid overpreparing them.



A Strong Start for Every Child!



OTHER USEFUL RESOURCES FOR SHARING WITH PARENTS

What does your child really need for P1?

"Over-preparation can have a negative impact on students' attitudes to learning. As each child is unique, teachers will give them time and space to adjust to the new environment and new stage of learning." – Principal, Tao Nan School

"Preschools and parents should focus not on children's academic skills, but rather on their social and emotional management, self-care and building positive attitudes to learning " – Senior specialist Preschool Education



OTHER USEFUL RESOURCES FOR SHARING WITH PARENTS

Preparing Children for P1- Hear from a primary school principal

WACANA

Bantu persiap anak kita sebelum masuki Darjah 1

PENULIS TAMU
Melvin Chia
Penulis Sekolah Rendah Mortlocks

RIKUATI PERJALANAN PENDIDIKAN:
Masculi penulis, perjalanan pendidikan bukan satu kisah jeut, sebaliknya ibu bapa perlu tiba-tiba masuk yang merangkumi pelbagai aspek pembelajaran mereka di ruang akademik tetapi tidak terhad kepada keupayaan sosio-emosi dan peringkatkan perhatian agar murid lebih bersedia bagi setiap aspek kehidupan. – Foto Fal

BAGAIMANA PULA TENTANG ASPEK AKADEMIK?

Sama ada seorang anak dapat menangani matematik sekolah rendah rendah boleh menjadikannya satu sumber kepentingan bagi seorang ibu bapa.

Kebenaran ini ada kisahnya dirangkap oleh salah seorang tentang apa yang dianggapkan si anak pada pemikiran Darjah 1.

Dari pada segi bahasa, kanak-kanak yang memasuki Darjah 1 harus tahu bagaimana untuk melahirkan keperluan dan keinginan asas serta bertanya dan respon kepada soalan mudah.

Dari pada segi nombor, kanak-kanak perlu mempunyai pemahaman asas nombor sehingga 15.

Menghabiskan masa membacalah atau bersama-sama mengambil gambar secara aktiviti sekolah agar mereka tidak salah untuk ke sekolah, bersempena dengan guru dan membuat kawan baru.

Di rumah, ibu bapa juga boleh berkongsikan anak mereka mengenai senario berdasarkan diri mereka kepada rakan sedang atau bertanyakan soalan semasa di dalam kelas.

Merdeka boleh menawarkan peluang kepada anak agar lebih berikan diri mereka tugas seperti menulis pokok, mencuci tangan sebelum makan atau mengemas selepas sesuan aktiviti.

Pada gilirannya akan menghabiskan beberapa minggu pertama sekolah masing-masing habiskan masa untuk memahami dan membangun kepentingan sosial emosi dan akademik mereka.

Ibu bapa juga akan memberi tumpuan kepada perkembangan kognitif sosial emosi dan akademik mereka.

Merdeka juga akan membantu kanak-kanak merasai kepuasan dan kebahagiaan dalam kegiatan sosial emosi dan akademik.

Jadual harian ini akan disesuaikan apabila tahun baru sekolah bermula dengan memperkenalkan masa untuk menghabiskan masa sekolah dan mengemas beg untuk ke sekolah.

Ibu bapa juga boleh membantu mereka merasai kepuasan dan kebahagiaan dalam kegiatan sosial emosi dan akademik.

Merdeka juga akan mempunyai pengaruh positif terhadap sikap dan perilaku mereka.

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OTHER USEFUL RESOURCES FOR SHARING WITH PARENTS

Exciting days ahead: Easing into primary school

16 DEC 2022



Schoolbag Magazine Article

Find out the answers to the following:

- What aspect of the transition should I focus on as a parent?
- What is expected of my child in primary school?
- How can I work with the school to make this transition smooth for my child?



Useful research findings

Useful research findings that can inform communications with parents

Children's learning in the different areas is mutually inter-dependent and their learning gains in any one developmental domain could support development in other domains.

1

Children with pro-social skills

do better in mental flexibility, working memory, emergent literacy
and emergent numeracy

2

Increased physical activity

have significant beneficial effects on **motor skills and cognitive function**

3

Better fine and gross motor skills

are related to better **cognitive and socio-emotional self regulation**, which is in turn related to better math, reading and writing skills

Better fine motor skills

are directly related to **better math, reading and writing skills**

4

Children with positive learning behaviour

will go on to develop stronger language skills



Refer to NEL Portal for
more Research Bites